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ABSTRACT

This curriculum guide is one of nine such guides developed for an Alberta high school business education program. Its content covers the main subject area or strand of basic business. Subject to the constraints outlined in the guide, the modules are to be formatted into three- or four-credit courses within each strand. Introductory materials include a business education program philosophy, a list of learning principles applied to business education, a list of program objectives, a schematic overview of a business education high school program, course sequences, guidelines for structuring business education courses, and a business education matrix. These materials specifically for basic business 20-30 follow: an introduction, objectives, and a flowchart of modules. These components are provided for each of the eight modules: purpose and a chart that correlates topics with learning tasks and teaching notes. Module topics are Canadian business, consumer credit, insurance, economic concepts, small business management I, management techniques, personal financial planning, and small business management II (simulation). The guide also contains guidelines for student evaluation, lists of basic and recommended learning resources, and a correlation of course content with learning resources. (YLB)

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1985

BUSINESS EDUCATION CURRICULUM GUIDE

BASIC BUSINESS 20-30

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BASIC BUSINESS 20-30
CURRICULUM GUIDE

1985

NOTICE TO TEACHERS

This Curriculum Guide is subject to review and revision, in keeping with any revision to the Business Education curricula which may occur as a result of the Secondary Education Policy Statement, June 12, 1985.

Alberta
EDUCATION

ACKNOWLEDGEMENTS

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NOTE: This publication is a service document. The advice and direction offered is not prescriptive except where it duplicates or paraphrases the content of the Program of Studies. In these instances, the content is in the same distinctive manner as is this notice so that the reader may readily identify all prescriptive statements or segments of the document.

Mandatory implementation of the program is September, 1985.

ALBERTA EDUCATION PUBLICATIONS

The following service publications and prescriptive documents are available from Alberta Education to administrators and business education teachers.

From Curriculum Branch, Program Development Division

1. Program of Studies
2. Junior-Senior High School Handbook
3. Accounting 10-20-30 Curriculum Guide
4. Basic Business 20-30 Curriculum Guide
5. Computer Processing 10-20-30 Curriculum Guide
6. Law 20-30 Curriculum Guide
7. Marketing 20-30 Curriculum Guide
8. Office Procedures 20-30 Curriculum Guide
9. Shorthand 20-30 Curriculum Guide
10. Typewriting 10-20-30 Curriculum Guide
11. Optional (Business Education 10-20-30) Curriculum Guide
    - 11.1 Record Keeping 10
    - 11.2 Business Calculation 20
    - 11.3 Business Communication 20
    - 11.4 Dicta Typing 20
    - 11.5 Word Processing 30
12. Junior High School Typewriting Curriculum Guide, 1973
13. Accounting 10-20-30 Curriculum Implementation Manual for Teachers (published December, 1985)
14. Basic Business 20-30 Curriculum Implementation Manual for Teachers (published December, 1985)
15. Computer Processing 10-20-30 Curriculum Implementation Manual for Teachers (published December, 1985)
16. Law 20-30 Curriculum Implementation Manual for Teachers (published December, 1985)
17. Marketing 20-30 Curriculum Implementation Manual for Teachers (published December, 1985)
18. Office Procedures 20-30 Curriculum Implementation Manual for Teachers (published December, 1985)
19. Shorthand 20-30 Curriculum Implementation Manual for Teachers (published December, 1985)
20. Typewriting 10-20-30 Curriculum Implementation Manual for Teachers (published June, 1986)

From School Book Branch

1. School Book Branch Catalogue

For further information, contact Curriculum Branch (Program Development Division) or Edmonton or Calgary Regional Offices (Program Delivery Division).

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PROGRAM PHILOSOPHY

Business Education is an interdisciplinary study of the principles, procedures and technologies within the business environment and thus plays a significant role in meeting the Goals of Schooling and Goals of Education in Alberta Schools. Within this program a student has the opportunity to learn more about the role of a future participant within a productive society and to build a framework for a successful career. The knowledge, skills, attitudes and habits expected in business assist students, upon completion of high school, to respond to the opportunities and expectations of the world of work.

The development of the individual's potential in the areas of psychomotor, affective and cognitive domains is central to learning and instruction. Individuals discover themselves and realize their potential by interacting with ideas, technology and people. The world of business is an appropriate focus for this interaction.

Presented from the dual viewpoint of the individual as a consumer within the marketplace and a participant within the production cycle, the content within the Business Education Program provides for development of:

1. Skills and knowledge all citizens need to successfully participate in the business world,

2. Skills for immediate job entry, and

3. Skills and knowledge supportive of a business-related post-secondary program.

The continuum of experiences within the business education program starts with exploratory activities in junior high school and expands in scope and depth at the high school level. The program can meet the three general objectives while providing viable alternatives and challenge for students of all levels of ability and interests. The relevance of the program is further enhanced through the integration of technology and related practices throughout the program, helping prepare the student for the information age.

LEARNING PRINCIPLES

Business Education courses incorporate the following learning principles:

1. Student learning should move from the level of prior knowledge through the course objectives at a rate governed by the students' aptitude and attitude. Learning will be maximized in environments where student initiative is encouraged and the learning environment is non-threatening and considered relevant to the learner.

2. Since students learn in different ways, a variety of methodologies and presentations should be used to meet the various learning styles of the individual. Presenting content in a variety of contexts reinforces the students's ability to apply the concept in a variety of circumstances and in an appropriate manner.

3. Personal learning goals should reflect the broader objectives of the program. Establishing a learning environment wherein self-analysis and personal evaluation are promoted encourages confidence, decision making, self-motivation, and critical thinking skills.

4. Skills development is promoted through appropriately structured learning experiences which may or may not include necessary repetition and the application of tasks that are relevant to future experiences. Development of skills is only part of the learning process. Students must understand when and how to apply these skills.

5. Establishing opportunities for success and building on the positive influence of rewards develops self confidence and motivation.

PROGRAM OBJECTIVES

Senior High School

The business education curriculum provides education ABOUT business for ALL students in order that they become informed citizens, and education FOR business for SOME students in order that they become effective workers. More specifically, the purpose of the program is:

1. To provide a meaningful study of the business environment including the ideas, people, and technology of business.

2. To provide for the development and acquisition of business knowledge and skills which will be most useful and durable in a rapidly changing society.

3. To provide an opportunity for students to elect and pursue individual interests and specialization in the study of the business environment.

4. To develop acceptable communication and interpersonal skills.

5. To develop the thinking strategies and problem-solving abilities of students.

6. To provide an opportunity for students to relate and apply learnings in business education to other areas of study.

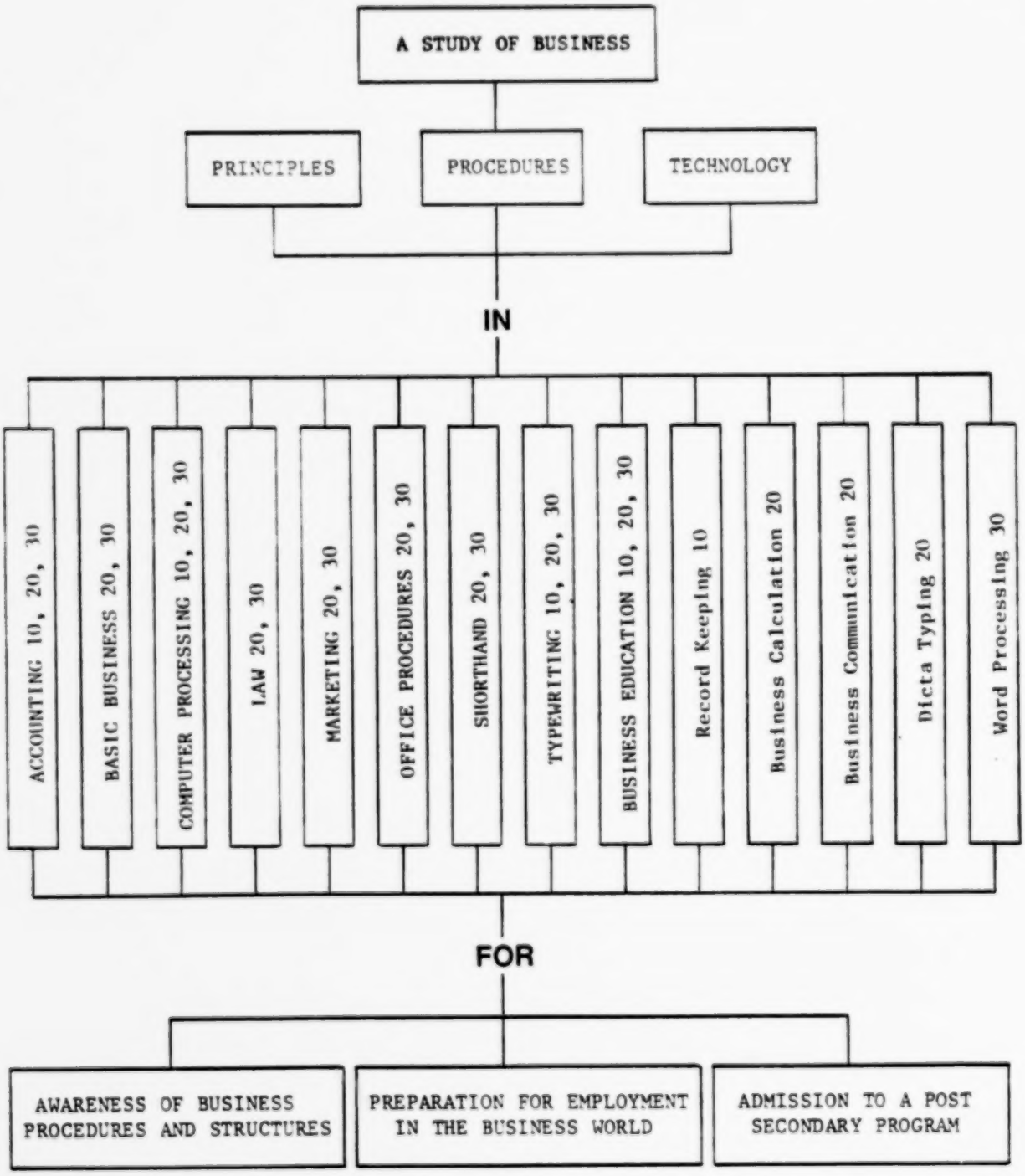
7. To expose students to the business environment for the purpose of acquiring information, gaining experience and testing ideas and hypotheses.

8. To provide for a general understanding of business and the development of skills for personal use.

9. To provide background skills and knowledge for specialization in business and/or admission to post-secondary programs.

10. To prepare for job entry upon completion of high school and for future advancement in business.

SCHEMATIC OVERVIEW OF PROGRAM



COURSE SEQUENCES

Courses listed on the same line and to the left indicate a prerequisite. The maximum credits available to a student for use on a high school diploma is shown in the left column. Whether the course may be offered for 3 and/or 5 credits is shown in brackets following the course name. Some courses have additional prerequisites. These are indicated with solid lines.[1]

Maximum Credits			
13	1501 Accounting 10 ..... (3)(5)	2501 Accounting 20 ..... (3)(5)	3500 Accounting 30 ..... (5)
15[3]	1527 Computer Processing 10 ..... (3)(5)	2527 Computer Processing 20[2] ..... (3)(5)	3527 Computer Processing 30 ..... (3)(5)
10		2541 Basic Business 20 ..... (3)(5)	3541 Basic Business 30 ..... (3)(5)
30	1542 Business Education 10 ..... (3)(5)(10)	2542 Business Education 20 ..... (3)(5)(10)	3542 Business Education 30 ..... (3)(5)(10)
3	1550 Record Keeping 10 ..... (3)		
3		2566 Dicta Typing 20 ..... (3)	
15	*1565 Typewriting 10 ..... (3)(5)	2565 Typewriting 20 ..... (3)(5)	3565 Typewriting 30 ..... (5)
3			3567 Word Processing 30 ..... (3)
10		2555 Shorthand 20 ..... (3)(5)	3555 Shorthand 30 ..... (3)(5)
10		2545 Office Procedures 20 ..... (3)(5)	3545 Office Procedures 30 ..... (3)(5)
3		2543 Business Communication 20 ..... (3)	
3		2544 Business Calculation 20 ..... (3)	
10		2430 Law 20 ..... (3)(5)	3430 Law 30 ..... (3)(5)
10		2540 Marketing 20 ..... (3)(5)	3540 Marketing 30 ..... (3)(5)

[1] Please refer to the BUSINESS EDUCATION MANUAL FOR ADMINISTRATORS, COUNSELLORS, AND TEACHERS for criteria for module selection.

* Typewriting 10 is required for Dicta Typing 20; Typewriting 20 is required for Word Processing 30, Shorthand 30, and Office Procedures 30.

[2] Computer Literacy 10 may be used as an alternate prerequisite to Computer Processing 20.

[3] A student can take Computer Literacy 10 or Computer Processing 10, followed by Computer Processing 20 and then Computer Processing 30. However, the maximum number of credits available to a student in Computer Literacy and Computer Processing is fifteen (15).

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GUIDELINES FOR STRUCTURING BUSINESS EDUCATION COURSES

GENERAL GUIDELINES

The structure of the business education program allows schools to design courses to meet the specific needs of the students in that school. The content has been organized into sequenced and unsequenced modules organized under the following eight main subject areas or strands.

1. Accounting 10, 20, and 30
2. Basic Business 20 and 30
3. Computer Processing 10, 20, and 30
4. Law 20 and 30
5. Marketing 20 and 30
6. Office Procedures 20 and 30
7. Typewriting 10, 20, and 30
8. Shorthand 20 and 30

Subject to the constraints outlined in the curriculum guides, modules are to be formatted into 3- or 5-credit courses within each strand. Schools or school jurisdictions should designate 3 modules for a 3-credit course and 5 modules for a 5-credit course. The optional strand modules may be used to enhance the subject area strands or, alternatively, combined to form 3-credit courses.

The program to be offered should be established through consultation of teaching, guidance, and administrative personnel. In order to promote consistency between grade levels and establish appropriate standards for student evaluation, jurisdictions may wish to monitor the selection of modules. Care should be taken to ensure that students' programs do not repeat modules.

Course sequences are outlined in the yearly-published Junior-Senior High School Handbook. These course sequences are also listed on page 8. For further information regarding module sequences and equipment requirements, refer to the specific modules within the curriculum guides and/or the Business Education Manual for Administrators, Counsellors, and Teachers.

BUSINESS EDUCATION 10, 20, AND 30

In addition to or as an alternative to the courses designated under the subject strands, (i.e., Typewriting 20, Law 30, etc.) 3, 5, or 10 credits may be offered in each of Business Education 10, 20, and 30 to a maximum of 30 credits. Business Education 10, 20, or 30 courses are created by selecting a number of modules from the eight main subject strands as well as from the Optional strand. Elective modules within the subject strands may only be selected if students have taken the core modules identified in the strands. Business Education 10, 20, and 30 courses are sequential.

MINI COURSES

As an alternative to using the modules in the Optional strand to enhance subject area courses, modules from the Optional strand may be grouped together to form 3-credit courses as follows:

Record Keeping 10	-	(1) Record Keeping 1 (2) Record Keeping 2 (3) Record Keeping 3
Business Calculation 20	-	(4) Business Calculation 1 (5) Business Calculation 2 (6) Business Calculation 3
Business Communication 20	-	(7) Business Communication - Development (8) Business Communication - Practice (9) Business Communication - Integration
Dicta Typing 20	-	(12) Dicta Typing 1 (13) Dicta Typing 2 (16) Business Simulation
Word Processing 30	-	(14) Word Processing 1 (15) Word Processing 2 (16) Business Simulation

ENHANCEMENT: Use of Optional Modules

A subject strand course may be enhanced by including a module or modules from the Optional strand that supports the objective for a particular course. Inclusion of modules from subject strands other than Optional is not permissible. Not more than one Optional module may be included at each grade level in a 3-credit course, and not more than two optional modules may be included at each grade level in a 5-credit course. The Business Research and Business Simulation modules may, however, be used once in each subject strand provided that the topic is not duplicated. The Optional strand modules are:

1. Record Keeping 1
2. Record Keeping 2
3. Record Keeping 3
4. Business Calculation 1
5. Business Calculation 2
6. Business Calculation 3
7. Business Communication - Development
8. Business Communication - Practice
9. Business Communication - Integration
10. Business Research Project
11. Goal Setting and Career Development
12. Dicta Typing 1
13. Dicta Typing 2
14. Word Processing 1
15. Word Processing 2
16. Business Simulation

MATRIX

SUBJECT STRANDS

(13)* ACCOUNTING	(10)* BASIC BUSINESS	(15)* COMPUTER PROCESSING	(10)* LAW
C 1 Basic Accounting Concepts	C 1 Canadian Business	C 1 Computer Information Systems	C 1 Nature of Law and the Civil Law System
C 2 Journalizing and Posting	C 2 Consumer Credit	E 2 Overview of Software	C 2 Contract Law
C 3 Completing the Accounting Cycle	C 3 Insurance	E 3 Applications: Data Entry	C 3 Family Law
C 4 Merchandise Accounting	C 4 Economic Concepts	E 4 Applications: Word Processing	C 4 Basic Rights and Responsibilities
C 5 End-of-Year Adjustments & 8-Column Worksheets	C 5 Small Business Management I	E 5 Applications: Computer Simulations	C 5 Labour Law
E 6 Optional Accounting Tasks	C 6 Management Techniques	E 6 Applications: Data Base	C 6 Property Law
E 7 Voucher System and End-of-Year Adjustments	E 7 Personal Financial Planning	E 7 Applications: Electronic Spread Sheet	E 7 Criminal Justice System
E 8 Departmentalized Tasks	E 8 Small Business Management II (Simulation)	E 8 Overview of Introductory Programming Language	E 8 Consumer Law
E 9 Partnership and Corporation Accounting		E 9 Fundamentals of Input/Output	E 9 Tort Law
E 10 Cost Accounting		E 10 Introduction to Advanced Computer Programming Techniques	E 10 Controversial Issues
E 11 Financial Analysis		E 11 Advanced Computer Programming Techniques	
E 12 Accounting Simulation I		E 12 Extended Programming Project	
E 13 Accounting Simulation II Computerized Accounting		E 13 Introduction to Second Programming Language	
		E 14 Applications in Second Programming Language	
		E 15 Extended Project in Second Programming Language	
		E 16 Graphics	
		E 17 Systems Analysis and Program Development	
		E 18 Machine/Assembly Language	

(10)* MARKETING	(10)* OFFICE PROCEDURES	(10)* SHORTHAND	(15)* TYPEWRITING
C 1 World of Marketing	C 1 Structure of the Business Office	C 1 Shorthand Theory 1	C 1 Keyboarding
C 2 Advertising and Sales Promotion	E 2 Personnel in the Business Office	C 2 Shorthand Theory 2	C 2 Keyboarding, Centering and Tabulation
C 3 Distribution of Goods and Services	E 3 Business Communication	C 3 Shorthand Theory 3	C 3 Letters and Essays
C 4 Marketing Research	E 4 Records Management	E 4 Shorthand Theory, Dictation & Transcription 1	C 4 Reports
C 5 Pricing and Financial Activities	E 5 Information Processing	E 5 Shorthand Theory, Dictation & Transcription 2	C 5 Letters & Tables
C 6 Selling	E 6 Clerical Routines	E 6 Speed & Transcription Skill Building 1	C 6 Manuscripts
E 7 Display	E 7 Secretarial Routines	E 7 Speed & Transcription Skill Building 2	C 7 Tables, Business Forms & Financial Reports
E 8 Purchasing & Controlling Merchandise	E 8 Office Specialties I	E 8 Speed & Transcription Skill Building 3	C 8 Business Correspondence
	E 9 Office Specialties II	E 9 Speed & Transcription Skill Building 4	E 9 Specialized Prod. Applications
	E 10 Office Simulation	E 10 Speed & Transcription Skill Building 5	E 10 Production Projects & Review
			E 11 Professional Applications I
			E 12 Professional Applications II
			E 13 Simulation I
			E 14 Simulation II

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OPTIONAL

OPTIONAL
Subject to restrictions noted in the curriculum guides these optional modules may be used to enhance the subject strand courses.
1 Record Keeping 1
2 Record Keeping 2
3 Record Keeping 3
4 Business Calculation 1
5 Business Calculation 2
6 Business Calculation 3
7 Business Communication — Development
8 Business Communication — Practice
9 Business Communication — Integration
10 Business Research Project
11 Goal Setting and Career Development
12 Dicta Typing 1
13 Dicta Typing 2
14 Word Processing 1
15 Word Processing 2
16 Business Simulation

MINI COURSES

(3)* RECORD KEEPING 10	(3)* BUSINESS CALCULATION 20	(3)* BUSINESS COMMUNICATION 20
C 1 Record Keeping 1	C 1 Business Calculation 1	C 1 Business Communication — Development
C 2 Record Keeping 2	C 2 Business Calculation 2	C 2 Business Communication — Practice
C 3 Record Keeping 3	C 3 Business Calculation 3	C 3 Business Communication — Integration

(3)* DICTA TYPING 20	(3)* WORD PROCESSING 30
C 1 Dicta Typing 1	C 1 Word Processing 1
C 2 Dicta Typing 2	C 2 Word Processing 2
C 3 Business Simulation	C 3 Business Simulation

BUSINESS EDUCATION 10-20-30

(30) BUSINESS EDUCATION 10-20-30
Modules from any of the 8 subject strands and/or the Optional strand may be combined to form three, five or ten credit courses at the 10, 20 or 30 level. The courses are sequential. Elective modules may only be included in a program when core modules have been completed. Care should be taken to ensure that student programs do not duplicate modules.

***Refers to maximum credits available.**

Note: Core modules are prerequisite to elective modules.

Code: C — Core
E — Elective

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BASIC BUSINESS 20-30

Introduction

The Basic Business program at the high school level is designed to help the student develop sound personal skills in financial planning, decision-making, and goal setting.

Students will be aware of the wide range of support and restrictions that influence management decisions and will apply these skills to situations appropriate to personal career planning.

Objectives

The student will:

1. Develop a knowledge and understanding of the structure and principles that control business.
2. Investigate the interrelationship of business systems within the local, national, and international scene.
3. Develop an understanding of the fundamental principles that affect consumer choice.
4. Examine the influence government has on consumers and business.
5. Develop an understanding of the basic economic concepts and their relationship to the business environment and the consumer citizen.
6. Develop an understanding of the fundamental principles and factors related to success in small business.
7. Develop understanding and skill in successful personal financial management.
8. Investigate and evaluate the sources of consumer credit.
9. Examine management techniques.
10. Investigate and analyze the various types of insurance.

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MODULE 1: CANADIAN BUSINESS

Status: Core -- Basic Business 20

Purpose: To introduce the student to the role of the consumer within the free enterprise system.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Free Enterprise System	discuss characteristics of our free enterprise system	ownership of private property freedom of choice competition
	explain why profit is an essential element in the free market system	
	identify the types of business organizations	sole proprietorship partnership corporation cooperative franchise
Business Functions	distinguish between primary, secondary and tertiary levels of business	
	discuss the role of purchasing, marketing, finance, and personnel functions in a business	
	describe the various modes of communication available to business	mail, telephone, telecommunications, electronic mail, courier
	discuss various personnel recruitment procedures and career paths available in business	job preparation activities
	discuss one or more current economic issue(s) of special significance to the Alberta and/or Canadian business climate	Pacific Rim trade grain handling petrochemical pricing
Role of Government	identify government agencies and programs offering assistance to the business community	marketing boards Federal Business Development Bank
	assess the regulatory effect of government on business	
	analyze the effect government as a consumer has on the Canadian economy	

TOPIC	LEARNING TASKS	TEACHING NOTES
Role of Consumer	explain how consumer demands affect the marketplace	
	discuss the relationship of advertising to increasing demand for a product	
	differentiate between needs and wants	
	identify government and private agencies which assist consumers	Better Business Bureau Department of Consumer and Corporate Affairs
	discuss legislation which protects consumers	Unfair Trade Practices Act Combines Investigation Act Direct Sales Cancellation Act Sale of Goods Act

MODULE 2: CONSUMER CREDIT

Status: Core -- Basic Business 20

Purpose: To investigate the role, costs, and sources of consumer credit.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Role of Credit	discuss the advantages and disadvantages of credit	
	describe the types of credit available	loans, instalment buying, charge accounts, credit cards, conditional sales contracts, chattel mortgage
	list specific purposes for borrowing money	
	illustrate the effect credit has on consumption and production	
	discuss how the use of cash is declining	debit cards, automatic bank transfers/ withdrawals
	explain the reasons behind the increased use of credit	
	differentiate between long and short term credit costs	
Cost of Credit	identify the factors that affect the cost of credit	time, amount, interest
	compare the cost of buying an item by cash or credit	
	compute interest rates, dollar costs, and total costs of financing a large purchase	car, motocycle, furniture, stereo
Sources of Credit	compare sources of consumer credit	credit cards, banks, trust companies, finance companies, insurance companies
	explain the role of credit bureaus	
Use of Credit	outline various guidelines concerning personal use of credit	
	describe the factors which constitute a credit rating	character, capital, capacity
	describe methods used to secure credit	collateral, guarantees

TOPIC	LEARNING TASKS	TEACHING NOTES
Misuse of Credit	identify ways in which credit is misused identify government and private agencies that assist with credit problems outline various alternatives for solving credit problems identify conditions that warrant bankruptcy describe the process of declaring personal bankruptcy	 Consumer and Corporate Affairs consultants debit consolidation

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	payment, applications, cancellation, renewal, reporting forms
Discuss the various insurance plans available for vehicle, property, medical, and life	Vehicle - compulsory and optional coverage Property - homeowner, tenant, condominium Life - permanent, temporary Medical - disability, medical care, dental
List both types of insurance available from the two government agencies	Unemployment Insurance Commission Workers' Compensation Board Motor Vehicle Compensation, Uninsured Motor Vehicle Claims Fund
Identify how insurance can be obtained	employer, agents, vending machines, retail outlets
Identify various types of risks the public must buy "insurance"	life, automobile, home, medical, property, business
	types of policies, options, risk
	deductible items at, indemnity principle, duty of disclosure,

TOPIC	LEARNING TASKS	TEACHING NOTES
Governing the Insurance Industry	describe various forms of government control over insurance	reserve requirements and Licensing Insurance Act
	discuss the professional associations in the insurance industry	Insurance Bureau of Canada
Insurance in the Workplace	identify types of insurance available in the workplace	group insurance, medical, disability, dental
	contrast benefits packages	
Careers in Insurance	examine career opportunities in the insurance industry	

MODULE 4: ECONOMIC CONCEPTS

Status: Core -- Basic Business 30

Purpose: To introduce the basic economic concepts which determine production, distribution and pricing.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Economic Systems	discuss ways in which a society can choose to solve production, pricing, and distribution problems	social process political process market process
	discuss the process involved in making economic choices	what to produce how to produce how to distribute
Market System	identify characteristics of our economic system	
	explain how supply and demand are established in the market system	
	discuss the factors of production and how they are related	land, labour, capital, technology
	discuss how capitalism, socialism, and communism deal with the question of production, pricing, and distribution	
Government Involvement	discuss how governments participate in and influence the market system	government as a consumer government as a employer government as a producer government subsidies, taxation
	recognize how government influences the economy	inflation, recession, unemployment
	identify revenue sources available to governments	taxation, royalties, duties, lotteries, sale of goods and services
Supply of Money	define the function of money in our economic system	
	illustrate how the banking system creates money	income multiplier effect
	describe the circular flow of income and spending	

TOPIC	LEARNING TASKS	TEACHING AIDS
[illegible] and Monetary Policy	differentiate between fiscal and monetary policy	fiscal: budgets, [illegible] monetary: [illegible] rates
	differentiate between the roles of the Bank of Canada and the federal government in controlling the supply of money	
	examine some of the problems of economic policy making	lags in decision-making, forecasting, international influences
[illegible] Distribution	describe how productivity determines income distribution	
	discuss how taxation and budgetary policy can be used to re-distribute income	
	define the consumer price index	
	discuss how the consumer price index reflects economic changes	
	describe the components of the Gross National Product	

MODULE 5: SMALL BUSINESS MANAGEMENT I

Status: Core -- Basic Business 30

Purpose: To examine opportunities and to identify management strategies for small business.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Types of Business	contrast the differences and similarities of types of business organizations	sole proprietorship partnership corporation cooperative franchise
	determine the type of business organizations appropriate to different business activities	
	differentiate between a private company and a public company	
Business Opportunity	discuss the importance of the small business enterprise in our economy	
	discuss the responsibilities of business to society	
	outline the growth process of business endeavours	
	describe the advantages and disadvantages of owning your own business	
	identify sources of financial assistance in establishing and developing a small business	Federal Development Bank Chamber of Commerce chartered banks private investors
	discuss reasons for small business failure	poor management skills lack of sufficient capital economic conditions
	discuss advantages and disadvantages of participating in international markets	
Business Management	outline the functions of business that management must coordinate	production, marketing, finance, personnel

TOPIC	LEARNING TASKS	TEACHING NOTES
Finance	discuss how cash is controlled and flows through a business	
	discuss how budgeting, accounting and analysis assist financial management	balance sheet income statement ratio analysis comparative analysis
	discuss sources of business capital	stocks, debentures, bonds short-term borrowing creditor discounts loan factoring
	examine how securities are marketed	
Personnel	review various organizational structures	
	discuss the importance of personnel management	Note: This concept is addressed in more detail in Module 6: Managing Human Resources.
Production	discuss long-term considerations important to production decisions	what to produce how to produce where to locate
	compare the production of a product to the delivery of a service	
	outline production decisions that relate to input and output	planning quality control purchasing inventory management
Marketing	discuss the activities related to marketing a product	buying, selling transporting, storing
	compare marketing of consumer goods to industrial goods	
	outline the process of marketing research	
	discuss the marketing mix	creating the product pricing the product promoting the product placing the product

MODULE 6: MANAGEMENT TECHNIQUES

Status: Core — Basic Business 30

Purpose: To understand and apply business management techniques.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Management Skills	examine popular theories of management	human, scientific, system M.B.O.
	contrast the emphasis placed on management skills at the various levels	top - conceptual middle - human supervisory - technical
Management Functions	outline the functions of management	controlling, organizing, planning, directing
- Controlling	discuss how the control function ensures plans are carried out	1. establish standards 2. measure performance 3. take corrective action
	identify various control functions	budgetary non-budgetary
- Planning	compare long-term and short-term planning and recognize the need for flexibility	
	discuss how policies and procedures help meet business objectives	
	outline the steps in planning or project	1. establish goal 2. examine present position 3. forecast 4. define strategies
	list the steps in the decision-making process	
	discuss obstacles to good decision-making	risks, time, personnel
- Directing	explain motivation according to theories of human behaviour	Maslow, Theory X, Y, Z
	compare leadership styles	task-oriented people-oriented
	discuss methods of overcoming communication problems	
	discuss impact of morale on productivity	

TOPIC	LEARNING TASKS	TEACHING NOTES
- [illegible] (cont'd)	examine the significance of division of labour	meeting personal and organizational goals
	discuss formal and informal infrastructures within an organization	committee line and staff social groups labour affiliations
- Organizing	compare formal and informal influences on decision-making	
	discuss advantages and disadvantages of decentralization	
	identify various methods by which authority or power is maintained	
	examine one or more forms of organizational structure	line/staff matrix project
Managing Human Resources	outline how personnel are recruited and placed	
	compare employer and employee expectations	interviews job descriptions on-the-job
	examine strategies for training and performance reviews	probationary staff permanent staff
	identify methods of compensating employees	salary, wages fringe benefits
	identify potential health and safety problems	
	discuss various ways employees leave a position	dismissal transfer, layoff promotion retirement termination
	discuss government controls on employee-employer relations	The Employment Standards Act
Time Management	examine current strategies coping with problems and stress in the workplace	
	identify sources of time management problems	telephones, meetings, delegation, procrastination, report writing, "putting out fires"
	investigate techniques used by effective time managers	

MODULE 7: PERSONAL FINANCIAL PLANNING

Status: Elective -- Basic Business 20 or 30

[illegible] activities and considerations required to plan and successfully manage personal [illegible] activities.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
[illegible]	prepare a personal budget	
	complete a record of personal income and expenditures	
	compare actual and budgeted amounts	
	list and explain deductions from income	
	identify fixed and variable expenses	
	establish financial goals	holidays, emergencies, major purchases
[illegible] ing	identify the various institutions which provide banking services	bank trust company credit card company
	examine the Canadian banking system	
	compare the various types of personal bank accounts	savings, chequing benefits, costs
	demonstrate how to operate a personal chequing account	opening the account writing cheques making deposits reconciling bank statements
	identify types of cheque endorsements	
	identify the process of clearing a cheque	
	examine available bank services	
[illegible] investment	identify factors which determine saving potential	income, goals, job security, personal circumstances
	describe various types of investments	stocks, bonds, commodities
	calculate interest earned given the current rates of interest	

TOPIC	LEARNING TASKS	TEACHING NOTES
Savings and Investment (cont'd)	contrast savings and investment institutions	banks, trust companies, mutuals, brokerage firms
	discuss the financial stability of financial institutions	
	explain the advantages and disadvantages of various investment and savings plans	RRSP, private pension plans, CPP, annuities
	outline the implications of inflation	
	propose solutions to the problems posed by inflation on savings and/or investments	
Income Tax	complete an individual income tax return	
	identify the requirements of the provincial and federal government in regard to taxing income	
Careers	explore career paths available in banking and financial management	

MODULE 8: SMALL BUSINESS MANAGEMENT II (SIMULATION)

Status: Elective -- Basic Business 20 or 30

Purpose: To examine basic management processes and activities involved in managing a small business.

Recommendation: It is recommended that students complete Module 5: Small Business Management and Module 6: Management Techniques prior to taking this module.

Note: Content in this module may be covered through utilizing a computer simulation, investigating an actual business, and/or developing plans to establish a small business.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Starting a Business	define the purpose of the business and develop an awareness of its role within the community	
	identify preconditions which are necessary for the creation of the business venture	marketing, financing, organizing, staffing, managing
	examine the purpose for starting the business	making a profit providing needed goods and/or services
	identify government regulations that affect the establishment of the business	local, provincial, federal, zoning, licensing
Managing a Business	investigate sources of assistance	government, banks, Chamber of Commerce Federal Development Bank
	outline how the business is staffed	organizational chart
	examine how the business provides for the marketing and distribution of goods and services	
Succeeding in Business	identify how the business addresses management functions	productions, marketing, finance, and personnel
	recognize the importance of effective management, record keeping procedures, and marketing	
	discuss the options of bankruptcy and receivership when businesses are having financial difficulty	
	evaluate the possibilities of expansion	

GUIDELINES FOR STUDENT EVALUATION

The business education program deals with cognitive, psychomotor, and affective learning activities.

Evaluating student achievement in these domains is a process which is based on the objectives outlined for each of the modules that have been included in the course. The teacher should determine the expectations for student achievement at the time the course is being planned. A basic guideline for determining student grades is to assign marks in proportion to the time spent on that topic and its relative importance.

If the objectives of a module are vocationally-based, the assessment should be criterion referenced; that is, how much progress has the student made toward the attainment of specific, terminal performance objectives which are generally viewed as desirable in the work place.

If the objectives of the modules are based on general interest, the assessment could be norm referenced; that is, how does the student's performance compare with that of similar groups of students in the province.

Each module includes the PURPOSE, the TOPICS and the LEARNING TASKS. PURPOSE defines the general objective for the module. TOPICS outline the concepts to be studied within the module. LEARNING TASKS reflect the depth and scope for each topic. This wording defines the expected level of understanding or skill the student should attain—MASTERY, APPLICATION, or AWARENESS.

EXPECTATIONS REGARDING CONTENT FOR STUDENT ACHIEVEMENT

MASTERY level is expected if cognitive understanding of topic/learning task is prerequisite to further success, or psychomotor activity should meet a specified standard; or

APPLICATIONS level is expected if cognitive understanding of topic/learning task should be demonstrated or psychomotor activity should meet a specified standard; or

AWARENESS level is expected if cognitive understanding of topic/learning task requires basic understanding (comprehension) or recall (knowledge).

Teachers may modify the level of expectations (MASTERY, APPLICATION, AWARENESS) in order to ensure that the degree of challenge is suitable for the students in the class.

NOTE: Further information regarding student evaluation (i.e., justness, fairness and appeal procedures) may be found in your district's Student Evaluation Policy or Business Education Manual for Administrators, Counsellors and Teachers. In addition, the Basic Business 20-30 Curriculum Implementation Manual for Teachers will include recommendations for the allocation of marks.

LEARNING RESOURCES

The BASIC learning resources are:

FUHRMAN, P.H. Business in the Canadian Environment. Scarborough, Ontario: Prentice-Hall of Canada Ltd., 1982 (suitable for Modules 1, 4, 5, and 6).

MURPHY, T.G. et al. The World of Business: A Canadian Profile. Toronto: Wiley Publishers of Canada Ltd., 1978 (suitable for Modules 1-5 and 7).

The RECOMMENDED learning resources are:

FUHRMAN, P.H. Business in the Canadian Environment - Instructor's Manual. Scarborough, Ontario: Prentice-Hall of Canada Ltd., 1982 (suitable for Modules 1, 4, 5, and 6).

MURPHY, T.G. et al. The World of Business: A Canadian Profile - Student Workbook. Toronto: Wiley Publishers of Canada Ltd., 1978 (suitable for Modules 1-5 and 7).

MURPHY, T.G. et al. The World of Business: A Canadian Profile - Teacher's Manual. Toronto: Wiley Publishers of Canada Ltd., 1978 (suitable for Modules 1-5 and 7).

ARCHER, M. An Introduction to Canadian Business. (Fourth Edition) Toronto: McGraw-Hill Ryerson Canada Ltd., 1982.

ARCHER, M. Instructor's Manual - An Introduction to Canadian Business. (Fourth Edition) Toronto: McGraw-Hill Ryerson Canada Ltd., 1982.

TRELIVING, J.T. General Business and Consumer Fundamentals. (Second Edition) Toronto: McGraw-Hill Ryerson Canada Ltd., 1978.

TRELIVING, J.T. Student Activity Guide for General Business and Consumer Fundamentals. (Second Edition) Toronto: McGraw-Hill Ryerson Canada Ltd., 1978.

TRELIVING, J.T. Teacher's Resource Book and Key to General Business and Consumer Fundamentals. (Second Edition) Toronto: McGraw-Hill Ryerson Canada Ltd., 1978.

Computer Applications Software:

_____. Free Enterprise. Willowdale, Ontario: SRA, 1983 (suitable for enrichment, particularly in Module 5 or 8).

_____. Enterprise Sandwich Shops. Scarborough, Ontario: McGraw-Hill Ryerson Ltd., 1982 (suitable for enrichment, particularly in Module 5 or 8).

CORRELATION OF COURSE CONTENT WITH LEARNING RESOURCES

Basic Business Subject Strand

Course Content	World of Business (Murphy)	Business in the Canadian Environment (Fuhrman)
Module 1: Canadian Business		
a) Free Enterprise System	Chapter 2; Unit A	Chapters 1, 2
b) Business Functions	Chapter 2; Unit C	Chapters 7,8,9,10
c) Role of Government	Chapter 12	Chapter 12
d) Role of Consumer	Chapter 18	-
Module 2: Consumer Credit		
a) The Role of Credit	Chapter 9; Unit A	-
b) Cost of Credit	Chapter 9; Unit C	-
c) Sources of Credit	Chapter 9; Unit B	-
d) Use of Credit	Chapter 9; Unit C	-
e) Misuse of Credit	-	-
Module 3: Insurance		
a) Types of Insurance	Chapter 10; Units B,C	-
b) Types of Risks	Chapter 10; Unit A	-
c) Insurance Policies	Chapter 10; Unit A	-
d) Governing the Insurance Industry	Chapter 12; Unit C	-
e) Insurance in the Workplace	Chapter 10; Unit B	-
f) Careers in Insurance	Chapter 10; Unit A	-
Module 4: Economic Concepts		
a) Economic Systems	-	Chapter 1
b) Market System	Chapter 3; Unit A	Chapter 2
c) Government Involvement	Chapter 12	Chapter 12
d) Supply of Money	Chapter 7; Unit A	-
e) Fiscal and Monetary Policy	-	-
f) Income Distribution	-	-

Course Content	World of Business (Murphy)	Business in the Canadian Environment (Fuhrman)
Module 5: Small Business Management I		
a) Types of Business	Chapter 2; Unit B	Chapter 3
b) Business Opportunity	-	Chapters 3,13,14
c) Business Management	-	Chapter 4
d) Finance	Chapter 4	Chapter 9
e) Personnel	-	Chapter 10
f) Production	-	Chapter 7
g) Marketing	Chapter 3	Chapter 8
	Computer Applications Software: Free Enterprise Enterprise Sandwich Shops	
Module 6: Management Techniques		
a) Management Skills	-	Chapters 4, 5
b) Management Functions	-	
i) Controlling	-	Chapter 4
ii) Planning	-	Chapter 4
iii) Directing	-	Chapters 5, 6
iv) Organizing	-	Chapter 5
c) Managing Human Resources	-	Chapter 6
d) Time Management	-	-
Module 7: Personal Financing Planning		
a) Budgeting	Chapter 4; Unit A	-
b) Banking	Chapter 7; Units B,C	-
c) Savings and Investment	Chapter 7; Unit B	-
d) Income Tax	Chapter 12; Unit B	-
d) Careers	Chapter 13; Unit A	-
Module 8: Small Business Management II (Simulation)	Computer Applications Software: Free Enterprise Enterprise Sandwich Shops	

Notes: 1. The basic resources cover the majority of the topics.
2. The above correlations are suggested as guidelines to assist in teacher planning.